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ABSTRACT

A practicum was designed to create, implement, and evaluate a portfolio assessment system in a third grade classroom in a rural area of the southeastern United States, and to demonstrate to students, parents, and teachers the benefits of portfolios in complementing classroom instruction and evaluation. Standards, goals, and objectives for record keeping and evaluation of portfolio assessment were set; instructional writing units and activities were developed; students were trained in the writing process; each student was aided in preparing six working and one showcase portfolio; and students were encouraged to self-reflect and evaluate writing pieces, as well as collaborate with peers. Workshops were offered to parents and teachers to discuss the meaning of portfolio assessment, what composes a portfolio, and what criteria were used to judge progress. Analysis of the data indicated: (1) a greater awareness and understanding of portfolio assessment by the students, parents, and teachers; (2) an increased knowledge by the students of the writing process and the steps of prewriting, choosing a topic, and editing and proofreading when creating stories. (Contains 33 references and two tables of data. Appendixes present teacher and parent questionnaires, pre- and postsurvey instruments for inservice meetings, a student's showcase portfolio, a sample writing skills checklist, a teacher's final portfolio evaluation guide, and a seven-item list of resources for portfolio development.) (Author/RS)

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ED 381 792

Using Portfolios To Complement The Whole Language Program In A Third Grade Classroom

by

Deborah Shelton

Cluster 51

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A Practicum II Report Presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova/Southeastern University

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Joan H. Woodson
Joan Woodson
Prin. Altavista Elem. School
Principal, Altavista Elementary School

School Road
Altavista, Virginia 24517

3/14/95
Date

This practicum report was submitted by Deborah Kay Shelton under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova/Southeastern University.

Approved:

Mar. 29, 1995
Date of Final Approval of Report

Wm. E. Anderson
William Anderson, Ed.D.
Adviser

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"THE PERSONAL QUEST FOR EDUCATION ... IS NEVER FINISHED. NO SUBJECT IS EVER 'TAKEN'. NO DEGREE, HOWEVER 'TERMINAL', MAKES AN EDUCATION COMPLETE" (Campbell, 1995, p. 469).

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TABLE OF CONTENTS

		Page
ACKNOWLEDGMENT		iii
TABLE OF CONTENTS		iv
LIST OF TABLES		vi
Chapter		
I	INTRODUCTION	8
	Description of Community	8
	Writer's Work Setting and Role	9
II	STUDY OF THE PROBLEM	11
	Problem Description	11
	Problem Documentation	12
	Causative Analysis	12
	Relationship of the Problem to the Literature	13
III	ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS	20
	Goals and Expectations	20
	Expected Outcomes	20
	Measurement of Outcomes	22
IV	SOLUTION STRATEGY	25
	Discussion and Evaluation of Solutions	25
	Description and Justification of Solution Selected	28
	Report of Action Taken	31
V	RESULTS, DISCUSSION AND RECOMMENDATIONS	37
	Results	37
	Discussion	43
	Recommendations	48
	Dissemination	49
REFERENCES		51

APPENDICES

A TEACHER QUESTIONNAIRE AS TO PORTFOLIO USAGE 55

B PARENT QUESTIONNAIRE AS TO KNOWLEDGE OF PORTFOLIOS 57

C PRE-SURVEY FOR INSERVICE MEETING OF FACULTY 59

D POST-SURVEY FOR INSERVICE MEETING OF FACULTY 61

E SHOWCASE PORTFOLIO OF A THIRD GRADE STUDENT 63

F SAMPLE WRITING SKILLS CHECKLIST 97

G TEACHER'S FINAL PORTFOLIO EVALUATION GUIDE 99

H RESOURCES CONSULTED FOR PORTFOLIO DEVELOPMENT 101

LIST OF TABLES

Table

1	Pre and Post Parent Questionnaire as to Knowledge of Portfolios	39
2	Pre and Post Survey of Teachers as to Knowledge of Portfolios	41-42

ABSTRACT

Using Portfolios To Complement The Whole Language Program In A Third Grade Classroom. Shelton, Deborah K., 1995: Practicum Report, Nova/Southeastern University, Ed.D. Program in Child and Youth Studies. Writing Assessment/Portfolios/Elementary/Computer-Assisted Writing Instruction/Authentic Assessment/Performance Assessment/Literacy Education.

This practicum was designed to create, implement, and evaluate a portfolio assessment system in a third grade classroom, and to train students, parents, and teachers as to the benefits of portfolios in complementing classroom instruction and evaluation.

The writer set standards, goals, and objectives for record keeping and evaluation of portfolio assessment; developed instructional writing units and activities; trained students in the writing process; aided each student in preparing six working and one showcase portfolio; and encouraged students to self-reflect and evaluate writing pieces, as well as collaborate with peers. The writer also offered workshops to parents and teachers to discuss the meaning of portfolio assessment, what composes a portfolio, and what criteria are used to judge progress.

Analysis of the data revealed a greater awareness and understanding of portfolio assessment by the students, parents, and teachers. Also an increased knowledge by the students of the writing process and the steps of prewriting; choosing a topic; and editing and proofreading when creating stories.

Permission Statement

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April 2, 1995 (date)

Deborah Kay Shelton (signature)

CHAPTER I

INTRODUCTION

Description of Community

The writer teaches in a rural area of the southeastern United States in a town with a population of approximately 3,700 people with an estimated 25,000 living within a 10 mile radius. It is a major manufacturing town employing over 6,000 persons and producing such products as furniture, infant formula, textiles, printing, tire valves, and electric motors. There is a volunteer fire department, a YMCA, a historical landmark, a community flea market, a country club, 32 churches, and clubs which include the Rotary, Lions, Exchange, Kiwanis, Jaycees, and Ruritan clubs. There are two elementary schools-one housing kindergarten through the second grade, and one which houses third through the sixth grades. There is a middle school for seventh and eighth grades, and a high school for ninth through twelfth grades. The high school boasts a 70% rate of students who go on to higher education.

The area is located in foothills surrounded by mountains and lakes. The climates are mild with full enjoyment of four seasons.

The socioeconomic situation is one of disparity with those on an upper middle to high income level contrasted with those who have a very low income. Many people who are employed in this area in the various industries have very little educational background and work assembly line jobs.

Writer's Work Setting and Role

The writer is a third grade classroom teacher in a self-contained classroom setting with 23 students. The elementary school houses approximately 420 third through sixth grade students with 42 staff members. The staff members include two Chapter One teachers, one self-contained special education teacher, two special education resource teachers, a part-time speech and language teacher, a music teacher, an Odyssey teacher, two part-time guidance counselors, and two physical education teachers. One principal serves as the administrator.

The elementary school itself was built in the 1920's and is in poor physical condition. The classrooms are small, there is radiator heat, chipped paint, and improper lighting. It is a depressed atmosphere that lends itself to a poor working environment.

The writer's role as a teacher is to facilitate the learning for 23 students who have a wide range of abilities. The classroom encompasses students who are learning disabled, slow learners, learners on grade level, and gifted

students. Instructional areas covered include a language arts instructional block; a math block; and a block for science, health, and/or social studies. Instructional planning for eight subject areas occurs on a daily basis.

The writer utilizes the whole language approach in reading and writing and would like to be able to incorporate the use of portfolios as an alternative assessment method in a third grade classroom.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Whole language instruction has been utilized as an instructional method by some of the classroom teachers in the writer's work setting for the past three years. Teachers would like to assess this type of reading and writing instruction through the use of portfolios, but haven't the time to research the literature to develop effective and appropriate evaluation methods to complement portfolio usage at different grade levels, are unfamiliar with what types of information a portfolio should contain, have no knowledge as to how to manage the record-keeping, and are unsure of how to communicate the benefits of portfolios to students and parents. In addition to lack of knowledge, teachers do not have the time and energy to plan and create a portfolio assessment system, nor the opportunity to observe effective models currently being implemented.

The problem that needed improvement was that teachers, parents, and students lacked an understanding of portfolio assessment. Therefore it was not being utilized to complement the whole language program.

Problem Documentation

A questionnaire was administered to teachers in the writer's elementary school setting (see Appendix A). When asked whether portfolios were utilized as evaluation instruments in the classroom, 15 out of 16 teachers responded they were not being used. Of the reasons listed for not using portfolios, four responses stated lack of time to develop criteria, eleven responses indicated lack of knowledge regarding research and instruction of portfolio assessment, and four responses checked too much record keeping involved.

There have been no faculty nor county-wide inservice programs to aid staff in the development of portfolios. No parent nor student workshops have been employed to educate parents and/or students about portfolio assessment.

Causative Analysis

The writer saw as causes of the problem the following:

1. Lack of time to develop criteria, set standards, and evaluate goals.
2. Lack of knowledge regarding research and instruction of portfolio assessment.
3. Difficulty maintaining folders and a record keeping system.
4. Lack of inservice training and workshops for

teachers and parents as to the purpose of portfolios.

5. Too much emphasis on standardized testing and letter grades.
6. No consistency between what is valued as quality instruction and assessment of student outcomes.
7. Lack of parental knowledge as to curriculum and assessment methods being implemented in the classroom.
8. The myth of the teacher as being all-knowledgeable.

The specific causes in the writer's work setting which contributed to the problem being addressed were lack of time and knowledge to develop a portfolio system of assessment in the classroom, and a lack of time to collaborate and plan instructional strategies and assessment methods with students, other educators, and parents.

Relationship of the Problem to the Literature

The literature review focuses on areas that needed to be addressed if portfolio assessment was to be implemented, and on causes as to why portfolios had not been utilized. Areas that needed to be addressed if portfolios were to be used included relying on authentic measures of assessment as opposed to standardized tests and letter grades; establishing unbiased and fair alternative assessment

methods which measure a student's ongoing, qualitative growth; and to addressing the problem of lack of time being afforded to develop criteria for worthy measurements- including time to spend conferring with students, parents, and other teachers. In addition, the role of the teacher as being the sole possessor of knowledge to be distributed at his/her discretion needed to be examined, along with an analysis of issues regarding the change process which is accompanying educational reform.

To begin a review of the literature the writer would like to focus on the emerging need for alternative assessments and on the causes of heightened interest to the use of these measurements. Focus on alternative assessments derived when educators began scrutinizing standardized testing. Standardized testing has been favored because of its low cost, and ease and speed in administration (Maeroff, 1991). It does provide information in comparing students to others within and among states, and in holding accountable those involved in the field of education. However questions began to arise over whether the same conditions for taking a standardized test were provided for all (Hills, 1991), and how valid of an indicator was this type of testing to a student's ability for growth and progress. Standardized testing began to be criticized for only assessing minimum basic facts, for providing information in comparison to a group norm and not providing insight as to individual progress, and for viewing knowledge

as it is broken into components and not looking at a holistic picture of a student's progress (Wiggins, 1993). It has also been objected to for assessing only on a single setting, and for pressuring teachers to spend time and energy teaching to the test thereby limiting instruction. In addition, Marzano and Costa (1988) analyzed research data from the results of an investigation of 6,942 test questions from two types of regularly used standardized tests, and came to the conclusion that standardized tests do not measure cognitive ability.

Standardized testing and grading procedures have prohibited student and teacher input into curriculum design and assessment procedures. Students are not given an opportunity to monitor growth and progress, and to judge the worth of their own products. Ziko (1990) stresses that instead of placing value on correct and incorrect answers, it would be of value to examine the ideas of students. He goes on to say that too much emphasis has been placed on statistics and not enough on the "developmental progress" made by the individual (p. 3).

Simmons (1990) and Appalachia Educational Laboratory (1990) report a concern that standardized testing is biased against those students needing additional time. Wiggins (1991) states that we should require performance from all students, and that we need to afford them the time to succeed. He goes on to say "we now wrongly chastise the

merely slow, thus confusing learning speeds with standards" (p. 19).

Research has also been done which reveals that standardized test results have been inflated and false information provided by states trying to win favor with the public (Cannell, 1988). Incentives offered to teachers, schools, and districts on the basis of favorable test scores, and the pressure by the media which publicly displays and compares test scores of districts, have led to a competitive game in which there are no winners.

With the movements toward whole language instruction and added emphasis on reading/writing abilities; and with educational restructuring being addressed, alternative assessments began to be discussed by the educational field (Wiggins, 1990). Educators were feeling that for too long they were being held accountable for outcomes that they had no input in developing, and for being forced to use assessment measures that were of a quantitative, not qualitative, worth. Alternative assessments were seen as aligning instruction and evaluation rather than having them as two separate entities in the curriculum. The problem then became how to define appropriate goals and criteria that would create quality performance and be authentic (Abruscato, 1993). The paradigm shifted to one of being " ... uphold[ing] standards without enforcing standardization" (Valencia, 1990, p. 61).

Critical to establishing high quality goals is the

problem of a lack of time by teachers to research the literature to develop an understanding of how to design, utilize, and judge worthy assessments. Also a challenge is presented as to how to free up time for collaboration with colleagues so there can be some groundwork laid for standardization (Maeroff, 1991). In addition it is important that the student's degree of knowledge being assessed is transferable to other tasks (Linn, Baker, & Dunbar, 1991).

In addition to the problems presented by reliance on standardized testing and letter grades, and lack of knowledge and time to implement alternative assessments, another issue is the view that teachers have of being all-knowledgeable. Wiske (1990) criticizes the belief that some teachers have regarding sole ownership of knowledge which is to be distributed, then exhibited by students. She feels that a teacher's job is to share understanding and empower students and parents to take ownership of their own learning. Criteria, goals, and standards for assessment should be revealed to students and parents, and ongoing assessment provided. No longer should criteria for assessment be something that is a hidden agenda that only teachers have privy to, nor should growth and progress only be recorded in grade books or in teachers' minds, and not discussed on a regular basis with students and parents.

Another pitfall in using alternative assessment is that teachers do not have the skills nor training to know where

to begin to utilize these types of evaluative measures. Guskey (1994) proposes that professional development opportunities extend to providing information on activities, strategies, materials, and designs of curriculum. In addition, he suggests that ongoing support be provided on a regular basis. Abruscato (1993), after working with the Vermont Portfolio Project views inservice as a vital component for success.

There is also a need for collaboration on the part of teachers to analyze problems in students' writings and to identify strengths and weaknesses of students (Adams, 1993). Koskinen (1994) urges group meetings of teachers to review portfolios produced in other classes so as to add insight to each other's perceptions of appropriate goals and strategies, and to provide input as to future directions to go in. Included among Senge's (1990) five disciplines of the learning organization are an emphasis on shared vision and team learning. He stresses the importance of team interaction as being the vital basic structure in today's learning organizations.

Finally, alternative assessments are not being utilized to the fullest degree because they present change-which people are resistant to. Most of the fear connected with change is a lack of knowledge and lack of trust. Teachers have not been trained in the stages of the change process, and have become set in concrete patterns. "... Being knowledgeable about the change process may be the best

defense and the best offense we have in achieving substantial education reform" (Fullen and Miles, 1992, p. 752).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals and outcomes were projected for this practicum: to create, implement, and evaluate a portfolio assessment system in a third grade classroom which complements the whole language program, and to train students, parents, and teachers, through workshops, as to how and why portfolios can benefit classroom instruction and evaluation.

Expected Outcomes

The expected changes, standards of performance, and assessment instruments which will measure achievement of the above mentioned goal are:

1. The writer will set standards and goals, investigate the literature, and develop strategies for record keeping and evaluation of portfolio assessment.
2. All students in the writer's third grade classroom will develop a portfolio in the language arts program.

3. All students will show evidence of increased ability to assess their own strengths and weaknesses by writing clear, specific learning goals based upon their personal assessment.
4. All students will be able to implement the steps of prewriting: choosing a topic; and editing and proofreading when creating stories.
5. All students will work co-operatively in evaluating other students' products.
6. 50% of the parents of students in the writer's prospective 1994-95 class and 50% of the prospective students will attend training sessions over the summer months and during the school year on the use of whole language and portfolios.
7. Parents of the second graders who will become the writer's students next year will be administered a questionnaire (Appendix B) to assess knowledge of portfolio assessment. 75% of the post implementation responses will indicate a greater awareness by parents as to the meaning of portfolio assessment, what composes a portfolio, and what criteria are used to judge progress.

8. 90% of classroom teachers will attend a faculty inservice on the use of portfolios as an assessment tool in the classroom. Attendance will be recorded through a sign-in sheet.
9. 75% of the teachers attending the faculty inservice will acknowledge a greater understanding of the uses of portfolios. This will be documented through the use of a pre and post questionnaire (Appendices C and D).
10. Three third through sixth grade classroom teachers not presently using portfolio assessment will indicate on the above mentioned questionnaire, a willingness to try to use portfolios in their classrooms during the 1995-96 school year.

Measurement of Outcomes

The writer, on a daily basis, kept a journal of writing activities that were correlated to the six instructional units implemented during the action phase of the practicum. Also maintained was a teacher's daily record form indicating at what stage of the writing process-introduction to the unit, first draft, peer or self-editing, revision or final draft-the students were working upon. These units included beginning, narrative, descriptive, informative,

persuasive, and expressive writings. The journal and daily record form were important instruments used for the purposes of documentation and record keeping; noting feedback of students and parents; and for self-reflective comments of the success of the activities or comments on how to make improvements.

Portfolio evaluative measures were utilized by students, peers, parents, and the writer. Students used evaluation instruments to note purpose and clarity of writings; content; and organization and mechanics. They incorporated the steps of prewriting, choosing a topic, editing and proofreading. They also used a self-reflected tool in evaluating why a certain piece was included in their showcase portfolio.

The showcase portfolio of a student is included to provide examples of favorite writings from each instructional unit, to show progress from the beginning units of writing activities to the present, to display evidence of the ability of the student to assess strengths and weaknesses, and to provide evaluative input by peers (Appendix E).

Attendance records were kept for the training sessions offered to parents and teachers, as well as results tabulated from questionnaires and pre and post surveys. The parent questionnaire, as well as the pre and post surveys, helped to measure the success of the participants in the understanding of portfolio assessment. The pre and post

surveys for the teacher inservice meeting also aided in providing knowledge as to how best to offer support to teachers who are considering using portfolio assessment in their classrooms.

Collaboration was conducted through peer evaluations stating favorite information about the writer's piece and noting suggestions for improvement. Parent evaluations provided an opportunity for the review of the portfolios, for selection of the favorite part, noted growth and progress of the students, and gave the parents a chance to ask any questions they might have. Teacher evaluative measures included verbal and written communication through student conferences noting strengths and weaknesses, and through skills checklists which focused on mechanics (Appendix F).

The student conference was an opportunity for the writer to assess if the student was demonstrating an understanding of the purpose of the writing activity, if the detail sentences were supportive of the topic, if there was a clear focus and direction to ideas, and offered the opportunity to review the mechanics of the piece. The Final Teacher's Portfolio Evaluation Guide (Appendix G) was an overall measure of the student's showcase portfolio to determine if the portfolio was organized, purposeful, authentic, reflective of growth, multidimensional, and collaborative.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The problem facing the writer was that portfolio assessment was not being utilized to complement whole language instruction because of lack of knowledge, time, and collaboration on the part of teachers.

Standardized testing is a reliable measure but there is a concern that validity is sacrificed when measuring a student's performance (Bowers, 1989). It jeopardizes "quality" and "authenticity" for speed and low cost of administering. Portfolios, on the other hand, personalize instruction; provide a fairer measure of performance since they tap into a student's prior knowledge; and is an ongoing assessment tool that allows time to evaluate developmental progress (Linn, Baker, & Dunbar, 1991).

Portfolios are beneficial to teachers as they afford the opportunity for teachers to determine criteria and goals, to choose appropriate instructional strategies and activities to incorporate these goals, and to evaluate, by using their own measures, what constitutes high quality products. In using literary portfolios, teachers can encourage creativity and freedom of expression; and choose an array of writing topics and activities. Clay (1990)

states that portfolios challenge teachers to become " ... active constructors of their own programs and their own evaluations" (p. 297).

Portfolio assessment allows for a change in roles for the teacher. A teacher can share knowledge through interactions and conferences with both students and parents which leads to understanding and empowerment by all (Wiske, 1994). Collaboration also extends to the school setting as teachers discuss what they deem as high quality curriculum and high quality assessment. Finally, Wiggins (1989) states that the base word assess means to "sit with" a learner (p. 708). By utilizing portfolio assessment, instruction is personalized and answers can be elaborated, explained and expanded. " ... Thumbing through a portfolio with a student ... adds a degree of intimacy that can be refreshing in an age of depersonalized appraisal" (Maeroff, 1991, p. 281).

Portfolio assessment provides the student the opportunity to be an active participant in the learning process: to reflect on individual growth and progress; and to develop the necessary tools and skills to judge the quality of one's own products.

It is consistent with Piaget's view of a child as an active individual constructing and inventing his own knowledge. Children are afforded time for self-reflection and opportunities for social interaction as they both self-evaluate and peer-evaluate the works of others.

Portfolio assessment also provides diverse situations

and settings to display performance. Observations by students and teachers take place over a longer period of time and assess multidimensional activities, as opposed to the one-shot deal of standardized testing.

It also gives students the gift of "time" and affords an equal chance of success for all students, whereas timed writing tests have been criticized for limiting success for weaker writers (Simmons, 1990), and single assessment measures criticized for limiting opportunities for success for all students (Price, 1993).

Portfolio assessment encourages all students to reach for a higher level of competence. It provides an opportunity of "doing something until you get it right", and allows writing to become a process which includes revising until satisfaction is reached.

Portfolios offer students expected outcomes so they have up front a way of measuring their performance. They also grant students a chance to demonstrate tasks; and provide a record of these demonstrations and something tangible for future references. Portfolios give "meaningfulness" to content as being deserving of the time and effort expended by students (Linn, Baker, & Dunbar, 1991).

Parental support is vital in the learning process of children. By understanding the curriculum goals and assessment process, parents can become more knowledgeable about the education of their children. Case (1992)

emphasizes the important role that parents play in education and encourages teachers to extend an invitation for their involvement.

Teachers should not only consult with students on a regular basis regarding growth and progress, but also with parents. Parents should be given an opportunity to learn about the values of portfolio assessment, criteria should be set forth, conferences schedules, and input gathered as to what they feel are the strengths and weaknesses of this evaluative measure. Most importantly this information should be offered in language that parents can understand. Maeroff (1991) also stresses the importance of setting forth standards for uniformity so that parents and students can be told if they are working comparable to children at that grade level.

Description and Justification for Solution Selected

The writer developed portfolio assessment as an authentic assessment means for use in a third grade classroom. There were two portfolios kept by each student. One was a display portfolio, holding the favored selections of each student with a letter describing why each piece was chosen, and the other a working portfolio for all selections to show student growth. Every six weeks students judged their products to select entries for the display portfolio. Parents were shown selections of student writings at the end of every six week period during parent teacher conferences.

Instructional units included beginning, narrative, descriptive, informative, persuasive, and expressive writings. Each unit was taught on a four week basis, except for the informative and persuasive writing units. Criteria, contents, and evaluative methods were established and explained so that parents and students could understand them. Strategies for prewriting activities, as well as revision and proofreading tips were taught to the students.

The writer aided students in understanding the mechanics behind becoming good writers by assessing their strengths and weaknesses and evaluating writing selections. Students were educated as to the objectives of portfolios so that they could become active participants in creating, selecting, and utilizing critical thinking skills in choosing and evaluating final selections to include in their folders.

This type of assessment was chosen because it complemented the whole language instruction, and supported the idea that writing is an ongoing process. It provided opportunities for the students to personalize their work, to demonstrate growth, to explore different resources, and to self-reflect, as well as collaborate with others. Portfolio assessment also aided students in developing responsibility and organizational skills as they managed their own work products. It strengthened the bond between parents, the teacher, and the students and it also changed the role of the teacher to one of consultant and learner.

A daily management and record keeping system was established and kept by students and the writer as to the date, assignment, and stage of the writing process. Four conferences were held every six weeks with each student, and an end of the six weeks conference was held with parents to discuss growth and progress. Anecdotal records and a journal were kept by the writer to record and document events and to jot down ideas for improvement of the project.

The writer applied for a Virginia Education Association Mini-Grant focusing on the portfolio project to obtain expenses for the visiting author, Kalli Dakos, winner of The Children's Choice Award 1991, to conduct a student/parent writing workshop, and to share some selections from her books.

A faculty inservice was offered at the end of the implementation period. A pre and post questionnaire was administered to faculty members to measure expected outcomes. Results of the portfolio assessment project were disseminated to the administrator, teachers, parents, and students.

The writer paid attention for future uses of portfolios in other curriculum areas besides language arts. The writer also examined computerized writing programs available for students' use, and was challenged to develop a personal portfolio as a model for parents and students.

As the writer reviewed the literature, some words were repeated in many articles that give meaning to the

development of portfolios. These include active, reflective, self-evaluation, quality, validity, ongoing process, collaboration, time, express, create, personalize, knowledge, and understanding. In the spirit of developing portfolios a sharing of knowledge and understanding with each other occurs. Collaboration and reflection in an effort to produce quality products and to establish valid results takes place. A gift of time is given. Development is an ongoing process. Students become active learners self-evaluating their own growth. Expression and creation and judging is allowed. But most importantly, learning is personalized and made humane. There is wonder, excitement, and joy. All succeed.

Report of Action Taken

Before the implementation phase, necessary permission was obtained by the writer from the principal to develop and implement portfolio assessment in a third grade classroom; and to provide training to parents, students, and teachers. The writer developed the theme for portfolio assessment around the writing process; chose goals, objectives, instructional units and activities to complement this process; and decided on a management system and evaluative tools which were discussed in the measurement of outcomes. The writer continued researching the topic of portfolio assessment by attending a conference on strengthening assessment in the classroom sponsored by The Society For

Developmental Education. Features of authentic assessment were discussed, implementation strategies offered, and management tips were given. In addition, the writer submitted a proposal outline for a mini-grant offered through the Virginia Education Association to obtain a visiting author, Ms. Kalli Dakos, author of the books If You're Not Here, Please Raise Your Hand, and Don't Read This Book, Whatever You Do. The mini-grant was denied and the author then applied for funds from a local trust fund for the monies, and again the request was rejected.

Over the summer, the writer extended an invitation to the prospective parents of the upcoming students to be in the writer's third grade class to request attendance at an informative workshop. At the evening workshop the writer explained the history behind and interest in alternative assessment, and what components should comprise quality evaluation. The writer defined the term "portfolio"; provided a sample portfolio and discussed its contents; and addressed what the role of the parent, students, and teacher would have in the evaluation of same. The goals and objectives for portfolio development for the upcoming school year were explained, as well as the instructional units and examples of writing activities. The writer also discussed the management system, evaluative tools, and the conferences to be conducted in conjunction with the writing process. A questionnaire was administered (see Appendix B), and the results tabulated on prior knowledge of portfolio

assessment. For those parents unable to attend, materials were sent to the homes of students, and discussed on registration day.

During the first weeks of school students were re-introduced to portfolios and the criteria, content, and evaluative procedures were explained. Lessons were begun on prewriting strategies and on the whole process of writing; covering the components of selection of a topic, drafting, editing, and revising products. A working portfolio was kept by each student for all the units of writing, and a showcase portfolio kept for the final favorite selections of the students.

The instructional units of beginning, narrative, descriptive, informative, persuasive, and expressive writings were used as the foundation for the daily writing activities. Each unit was taught on a four week basis, except for the informative and persuasive writing units, which were taught on a two week basis. The text of Really Writing! Ready-To-Use Writing Process Activities for the Elementary Grades (Sunflower, 1994) was used as a guide for ideas on writing activities. Some of the examples of activities under the topic of beginning writings were informational narratives about the students-their hobbies, activities, sports, and favorite subjects; interest surveys; and interview sheets. Under narrative writings the students composed comic strips; play dialogues; "very bad day" and "spooky" stories; and wrote biographies. Descriptive

writing included such activities as creating wanted posters, riddles, a "dream school", description of objects, time capsules, and diaries. Each student also is writing to a pen pal at a private school in Leesburg, Virginia. Informative writings covered art and science projects; written instructions and needed materials to play a favorite game; the formulation of questions for a field trip; and research reports. Persuasive writings involved writing thank you notes, advertisements, thoughts to the President, and campaign speeches. The expressive writing unit allowed the students to explore their creativity in the composition of sixteen types of poetry, and in the creation of fairy tales and folk tales.

Special events included the ongoing exchange of letters to pen pals during the descriptive writing unit, audio taping of the student's favorite informative writing, and play productions staged for parents at a class presentation as part of the narrative writing unit. A personal narrative selection of each student was videotaped and played to the class. The writer incorporated the use of technology through the introduction of The Children's Writing & Publishing Center (The Learning Company, 1990) with the beginning of the expressive writing unit. A total of sixteen types of poetry was introduced including rhythm, shape, cinquain, diamante, and personality poems. A poetry presentation was presented to parents wherein each student selected two of their favorite poems to read. Expressive

writings continued with the addition of fairy tale and folk tale writings. The Children's Writing & Publishing Center continued to be utilized by students to assist in typing and printing their favored folk and fairy tales. An audiotape of each student's favorite fairy tale was made and listened to by the writer's class.

Parents were shown selections of their child's writings during visitations to the classroom, at P.T.A. functions, during student presentations, and during parent-teacher conferences which occurred at the end of each six weeks period. Each student individually assessed their work in collaboration with the writer on four different occasions during the six weeks period. Strengths and weaknesses in the areas of purpose, content, and mechanics of writing were discussed.

The students also completed self-reflection sheets as they choose the final writing samples to be included in the showcase portfolio. These measures noted the date and title of the writing product, the reasoning behind selecting the particular piece for inclusion in the showcase portfolio, and a favorite sentence of the piece.

Collaboration with peers took place as the students evaluated other classmates' selections, noted comments about the writing, and made suggestions as to how the piece could be improved. These responses also became part of the showcase portfolio.

During the final week of the implementation period, the writer conducted a workshop for the faculty. The topics covered in this workshop included the history behind alternative assessments; discussion of portfolio assessment- its intent, criteria, content, and evaluative methods; and reasons for writing with examples of units and activities. Working and showcase portfolios of the writer's third grade students were displayed; examples of some evaluative measures and checklists were given; and a list of helpful resources provided (Appendix H). The writer also administered a pre and post survey (see Appendices C and D) to ascertain the successes and limitations of the workshop, to determine areas that would be helpful to teachers in the implementation process, and to document the interest of teachers in trying to use portfolios in the classroom during the next school year.

Portfolios were taken home by the students a final time, along with a letter for completion by parents to note any insights gained. A Final Teacher's Portfolio Evaluation Guide (see Appendix G) was completed for each student's portfolio. Finally, the writer assessed outcomes and goals of the practicum project, reflected on the learning experiences of the practicum project, and contemplated recommendations for further solution strategies.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The problem that needed improvement in the writer's work setting was that teachers, parents, and students lacked an understanding of portfolio assessment. As a result, portfolios were not being used by teachers as an alternative form of assessment. The writer's goal was to create, implement, and evaluate a portfolio assessment system in a third grade classroom to complement the whole language program. The writer also desired to train students, parents, and teachers as to the benefits of portfolio assessment.

Outcome number one projected that standards and goals; an investigation of the literature; and strategies would be developed for record keeping and evaluation of portfolio assessment. This goal was achieved in that objectives, criteria, content, and evaluative tools were selected for the implementation of portfolios in the writer's classroom. In addition, further research was done by the means of a continuation of a review of the literature, and through attendance at a workshop addressing portfolio assessment.

All students in the writer's third grade classroom kept six working portfolios on different instructional writing units, and a showcase portfolio to achieve outcome number

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two. Included in the portfolios were self-evaluative sheets to assess each student's strengths and weaknesses of the various writing products, as well as peer evaluative response sheets. These satisfied outcomes three and five (see Appendix E). Also individual student conferences were held by the writer in order that the young authors could determine future writing goals.

Students were trained in outcome number four during the first few weeks of the implementation phase. The steps of prewriting; choosing a topic; editing and proofreading occurred each time the student prepared a writing piece which lead to satisfaction of this outcome. Also the language text reinforced these concepts at the end of each unit in a writing section which was a component of the textbook (Silver, Burdett & Ginn, 1990).

Outcome number six was successful in that over 50% of the parents and 50% of the students in the writer's prospective third grade were in attendance at the training session over the summer months which dealt with the topics of the whole language program and portfolio assessment. Fourteen parents representing 11 different households and 10 out of 20 students were in attendance.

A pre parent questionnaire as to knowledge of portfolios was administered at the summer workshop, and a post survey administered during the final week of the implementation period. The pre survey responses as to knowledge of the meaning of portfolio assessment reflected

2 "yes" as opposed to 13 "yes" on the post survey. Four parents on the pre survey and fourteen on the post indicated knowledge as to writing samples. Two parents responded they had viewed a portfolio kept by their children on the pre survey and 14 parents on the post. Ten parents answered they had attended a training session on portfolio assessment as opposed to zero on the pre survey. These results showed an increase of over 75% on the comparisons of pre and post survey questions which demonstrated successful completion of outcome number seven.

Table 1

Pre & Post Parent Questionnaire as to Knowledge of Portfolios

---

	Yes		No	
	Pre	Post	Pré	Post
1. I know what "portfolio assessment" means.	3	14	9	1
2. I have knowledge as to what samples are included in a writing portfolio.	4	14	8	0
3. I have viewed a portfolio kept by my child as part of classroom assessment.	3	14	9	0
4. I have attended a training workshop on portfolio assessment.	0	10	11	5

The writer proposed in outcome number nine that 75% of the teachers would acquire a greater understanding of the uses of portfolios. This objective was successfully met with regard to increasing knowledge of the history behind the interest in alternative assessments (11 out of 43 responded on the pre survey as to history knowledge as opposed to 41 out of 43 on post survey); in clarifying how goals and criteria are developed for portfolios (14 out of 43 pre-survey respondents reported having knowledge as opposed to 42 out of 43 on the post survey); in understanding the composition of a portfolio (17 out of 43 in pre survey understood composition as compared to 43 out of 43 on the post survey); and in becoming familiar with three types of evaluative checklists utilized with portfolios (11 out of 43 respondents were familiar with evaluative measures on the pre survey as opposed to 43 out of 43 on the post survey). (See Table 2). Thirty-two out of 37 participants could define "portfolio" as noted on the pre survey, as opposed to 43 out of 43 on the post survey. Twenty-five out of 43 of those surveyed were aware of six different types of reasons for writing, compared with 43 out of 43 being aware at the time of the post survey.

Outcome 10 stated that three third through sixth grade classroom teachers would indicate a willingness to try to utilized portfolios. At the time the action plan was

written, the writer was among a faculty of third through sixth grade teachers. This changed over the course of the school year with two faculties merging covering the grade levels of Kindergarten through the sixth grade. With this merger occurring, 29 teachers out of 35 responded that they would be willing to implement portfolios during the 1995-1996 school session. This response allowed for successful achievement of outcome 10.

Table 2

Pre & Post Surveys of Teachers as to Knowledge of Portfolios

	Yes		No	
	Pre	Post	Pre	Post
1. I know the history behind the interest in alternative assessments.	11	41	32	2
2. I can define "portfolio".	32	43	5	0
3. I am aware of six types of reasons for writing.	25	43	18	0
4. I know how to develop goals and criteria for portfolio development.	14	42	29	1
5. I know what composes a writing portfolio.	17	43	26	0

(table continues)

	Yes		No	
	Pre	Post	Pre	Post
6. I am familiar with three types of evaluative checklists to utilize with portfolios.	11	43	32	0
7. I am willing to try to use portfolios in my classroom.		28		7
8. The following would be helpful to me in the implementation process:				
(a) additional time to develop criteria.		36		3
(b) additional knowledge regarding the research on how to develop criteria and goals.		32		5
(c) additional knowledge as to evaluative checklists and how to set up a management system for record keeping.		33		5

Note: Not all participants responded to question 7 and some participants only responded to certain parts of question 8. Also these questions only showed post survey results.

Discussion

The writer was pleased with the overall results of the projected outcomes for this practicum project. One of the greatest benefits was that the students were given the time, strategies, and tools to create, compose and evaluate their own writing pieces. Lucas (1993) states "the most recent evaluation by the National Assessment of Educational Progress ... found that no more than half of U.S. students are able to write adequate responses to informative, persuasive, or narrative writing tasks ..." (p. 1).

Another positive outcome was the time spent on reflection both in the self-evaluation of pieces, and in the peer responses. Self-reflection was a difficult concept to master since most of the students wanted to put the reason for the selection of a favorite piece as being "I liked it". However, as time went by, agonizing moments were spent on this reflective process.

Reinforced constantly was the idea that writing encompassed planning, and occurred in stages. Especially emphasized were the steps of prewriting (choosing a topic and some form of outlining); composing a first draft; revising (checking to see if the purpose for writing was satisfied, and if the story was sequential and logical); and editing for mechanical errors. This took practice since at the beginning of the action phase the students wanted to rush to finish the composition without using any prewriting strategies, and then not spend any time revising and

editing. Therefore, in the beginning, the writer spent a lot of time conferencing with students going over revisions and mechanical errors. This decreased dramatically as time passed.

The summer workshop with the parents and students was beneficial in that it set a warm welcome for the beginning of the school year and served to open lines of communication between the parent and writer. Parents should not just be "visitors" at the school. Stevenson & Baker (1987) state that "parents who are more involved in school activities are more likely to have children who are performing well in school" (p. 1353), and research done by the U.S. Department of Education (1994) " ... show[s] that what the family does is more important to student success than family income or education" (p.6).

Opportunities for the parents to see the growth of their children in the area of writing continued to take place over the course of the school year through P.T.A. functions, parent-teacher conferences, and two presentations given by the students-plays and poetry readings. Parents also, during the final week of the action phase, reviewed the working portfolios and the showcase portfolio. Some of the comments included " '[my child] seems to be more interested in school work; [my child] understands her writing; [my child] is taking more time and putting more thought into her writing and spelling continues to improve; and I was pleased to see all the different examples of

writings (poems, narratives, etc.). She has improved in story development'."

The students were spellbound watching and hearing on videotape the readings of their informative writings. They were elated each time they received a pen pal letter, so much so that all instruction ceased until the letters could be read and responded to. They were nervous, excited, and extremely well-behaved for the play productions and for the poetry presentations to their parents.

The Children's Writing & Publishing Center (The Learning Company, 1990) software was a wonderful addition in creating finished products. After it was introduced all the students wanted to type and print every piece of writing.

The faculty's post survey revealed that 28 out of 7 teachers were willing to try and use portfolios in the 1995-1996 school session. The answers to question number eight of the post survey supports the causative analysis done by the writer as to reasons why teachers do not already utilize portfolios. In answering the question of what would be helpful in the implementation phase, 36 out of 39 responses stated additional time to develop criteria and goals; 32 out of 37 answered that additional knowledge regarding the research on how to develop criteria and goals would be beneficial; and 33 out of 38 respondents stated that additional knowledge as to evaluative checklists and how to set up a management system for record keeping would be

useful.

The writer also experienced some surprises, frustrations, and funny moments during the course of this practicum project. The frustration began with not being able to obtain the visiting author, Ms. Kalli Dakos, to conduct the writing workshop. The writer was subjected to the reality that obtaining grant monies takes perseverance and time. However the writer is still working to try and obtain funds and has mailed a proposal to a local business for a third try!

Having never used a video camera before, the writer got very clear shots of her classroom door, but had a difficult time focusing on the first reader when trying to tape the narrative writings. Then was able to tape only every other student speaking because of pushing the wrong buttons. Needless to say, it took a re-try the next day to successfully complete this activity. Also the printers in the writer's computer lab were very frustrating until it was discovered that four computers were hooked up to the same computer and were lettered A, B, C, or D on a separate piece of equipment. If the correct setting was not selected, the printer would show an error.

The plays that the students wrote had them all either falling onto the floor, crawling around on the floor, or pretending to trip into a make-believe ditch created between two tables. These were written around the time of Halloween and "the ghost" ended up with the eyes to his costume on the

top of his head.

Another event that had to be dealt with was the concern that some students were failing to place their daily writing assignments in their working portfolios, and were losing or misplacing them. This was remedied by the writer collecting the writings each day and filing them in the folders. As time went by, the students became increasingly aware of the importance of keeping their writings in the folders and became more responsible in this regard.

Some very touching moments also occurred during the poetry presentations. One student who had no one present at the poetry performance asked permission for the janitor to come and watch. Another student, whose Mom came in at the end of the presentation, was in tears since the program was finished. So all of the students agreed to perform a second time for this parent.

The support of the parents, students, teachers, and principal have been exceptional. The principal, other teachers, and staff have attended the children's performances. In addition, the local county administrative grant writer has been helpful in providing contacts to obtain possible funds for the visiting author.

In conclusion, it has been a rewarding experience, the writer feels, for all of those involved. Unexpected outcomes include students who are choosing the writer's workshop software program as opposed to other video games during computer lab time, and the student who laid upon my

desk a writing folder that was made at home to place evening and weekend products in. Also another student has created a number of cartoon characters and created stories around these characters expounding upon their traits in the stories. A favorite comment made by a very supportive, actively involved parent regarding the practicum project was this: "I think this was a great idea and hope it has laid down some foundation for [my child] to build on! Thanks again."

The theme of the workshop, (attended by the writer on alternative assessment), sponsored by The Society For Developmental Education, is that "Childhood Should Be A Journey-Not a Race." The students, parents, and the writer have been on an exciting journey learning co-operatively and collaboratively about the writing process. It is an ongoing, lifelong process, and hopefully this practicum has motivated the students to continue this journey.

Recommendations

Recommendations for others would be: (1) to enlist the aid of a parent volunteer to help with the evaluation of the students' stories, (2) to form a support group at the school site to exchange ideas regarding the development of portfolios, and (3) to train the students in some basic keyboarding skills before using the writing and publishing software.

To further the solution in the writer's own work setting, a three year multiaction plan for developing oral

and written communication skills of students and parents through school related activities has been prepared for the final class session of Leadership II. The four goals are: (a) to increase parental involvement in the writer's third grade classroom; (b) to establish open communication between parents, students, and teachers; (c) to form partnerships of learning between the school, home, and community; and (d) to utilize technology as a tool in increasing communication skills.

This builds upon the practicum project in that parents, as well as students, would become actively involved in the writing process alongside their children. They would attend writing workshops, have input into writing units, share writings, communicate in a written fashion to their child at least twice monthly, develop a portfolio, and engage in self-reflection and peer-reflection. Also the parents would be trained by their children in the use of technological tools, and preparing stories and poems using the word processing software.

Dissemination

The writer has already shared information with a doctoral student from another university who is interested in developing computer software to complement portfolio assessment. The development of portfolios in the writer's classroom has also been shared with the faculty and staff at the writer's school through a faculty workshop.

The writer hopes to broaden the scope of dissemination by presenting workshops at the county level, and by addressing issues related to portfolio assessment at the school location through speaking at a Parent-Teacher Association meeting. In addition, the writer will provide input and support to any teacher beginning the implementation of portfolio assessment during the 1995-1996 school year.

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APPENDIX A

TEACHER QUESTIONNARIE AS TO PORTFOLIO USAGE

Teacher Questionnaire as to Portfolio Usage

1. Do you use portfolios as evaluation instruments in your classroom? Yes _____ No_____
2. If so, in what subject areas?
3. If no, please check below the reasons that apply?

   I do not use portfolios because:

   (a) lack of time to develop criteria _____

   (b) lack of knowledge rre: research and instruction of portfolio assessment _____

   (c) too much record keeping _____

   (d) other reasons:

Thank you!!!!

APPENDIX B

PARENT QUESTIONNAIRE AS TO KNOWLEDGE OF PORTFOLIOS

Parent Questionnaire As to Knowledge of Portfolios

		Yes	No
1.	I know what "portfolio assessment" means.	____	____
2.	I have knowledge as to what samples are included in a writing portfolio.	____	____
3.	I have viewed a portfolio kept by my child as part of classroom assessment.	____	____
4.	I have attended a training workshop on portfolio assessment.	____	____

APPENDIX C

PRE-SURVEY FOR INSERVICE MEETING OF FACULTY

Pre-Survey for Inservice Meeting	Yes	No
1. I know the history behind the interest in alternative assessments.	____	____
2. I can define the word "portfolio".	____	____
3. I am aware of at least (7) types of reasons for writing.	____	____
4. I know how to develop goals and criteria for portfolio development.	____	____
5. I know what composes a writing portfolio.	____	____
6. I am familiar with (3) types of evaluative checklists to utilize with portfolios.	____	____

APPENDIX D

POST-SURVEY FOR INSERVICE MEETING OF FACULTY

Post-Survey for Inservice Meeting	Yes	No
1. I know the history behind the interest in alternative assessments.	____	____
2. I can define the word "portfolio".	____	____
3. I am aware of at least (7) types of reasons for writing.	____	____
4. I know how to develop goals and criteria for portfolio development.	____	____
5. I know what composes a writing portfolio.	____	____
6. I am familiar with (3) types of evaluative checklists to utilize with portfolios.	____	____
7. I am willing to try to use portfolios in my classroom during the 1995-1996 school session.	____	____
8. The following would be helpful to me in the implementation process:		
(a) additional time to develop criteria	____	____
(b) additional knowledge regarding the research on how to develop criteria and goals	----	----
(c) additional knowledge as to evaluative checklists and how to set up a management system for record keeping	____	____

APPENDIX E

SHOWCASE PORTFOLIO OF A THIRD GRADE STUDENT

Table of Contents

Hannah

Title	Type of Writing
1. Secrets About Hannah -	Beginning
2. My First Time -	Narrative
3. Our Teacher Turned Into A Witch. -	Narrative
4. Hannah and the Terrible, Horrible, No Good, Very Bad Day. -	Narrative
5. Wanted: Jake Nie	Descriptive
6. How To Play Picture, Picture -	Informative
7. Bunny -	Poetry
8. Oh Little Flower -	Poetry
9. The Little Elves -	Fairy Tale
10. Telephones -	Folk Tale

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Secrets About Hannah

I am as gental as a kitten.
I amas nosy as a fly.
I am as playful as a kitten.
I amas readful as a bookworm.
I amas crazy as a loon.
I amas fast as a jet.
I amas blown up as a balloon.
I am as hard as a rock.
I amas stubburn as a mule.
I am as twilie as a fan.
I am as jumpy as a frog.
I am as graceful as a bird.
I amas squirmie as a snake
I amas wiggly as a worm
I amas busy as a bee.

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Beginning

Reflecting on Writing

Name: Hannah Date: 10/3/94

Title of Piece: Secrets About Hannah

I want this piece in my portfolio because it's kind of funny. It tells about me. It tells about things I do and am. Also just because I like that peice, I don't really know why I like it. May be because its true.

My favorite sentence is I'm as stubburn as a mule because it kind of funny. Its also the truest of them all.

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57

#145 Portfolio Assessment

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Narrative

My First Time

I'll never forget the first day I took dance lessons. I was scared to death. I wouldn let the dance teacher touch me. I was three then and now I'm nearly nine and almost in toe shoes. (Nine is young for toeshoes - the other two in toe shoes are nineteen and twenty some thing.) But the first time I took a dance lesson I was scared to death and now look at me! I'm in a class for seven to thirteen year olds!

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Peer Editing Response
Primary

The piece I read was funny and interesting

by Hannah

The best thing about this piece is She wrote about something she has done.

It would be even better if you would have put more information that just about what where served.

Sara
Peer Editor

Mar 14 1995
Date

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Our Teacher Turned Into a Witch

One day we were sitting in class and it was October 31st. Our teacher was reading us a story about a witch. Then she laughed trying to sound like a witch. Best witch laugh I've ever heard in my whole life. Then the funniest thing happend, I looked up and I saw a wart on the right side of her nose. It had never been there before.

When she finished the story she told us to go to our seats. Then she said "Time for math. Get your math books out." As she was writing on the board, her red nail polish was green. I said, "Ms. and some kids had seen it too. Now my teacher has nice pointy witch teeth. But when she opened her mouth all I saw were little green pieces of lettuce in her teeth.

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Then something gross happened. Her pretty blond hair turned green and sooty. All of us saw this. As she began to speak her voice came out squeaky. Her neat handwriting turned out the sloppiest handwriting I've ever seen. This is her w-ow. We just stood there with our mouths open while she [illegible] what to do when I guess was supposed to mean "get started kids." Most of us started, but just [illegible] while we watched her to see what else she would do.

It's a good thing we watched her because her [illegible] her hair, her dress, her bonnet, and she grabbed a cord and came out of the [illegible] there before. It was so crooked [illegible] would hold her [illegible] I mean do wire [illegible] jeff or

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serve up" which was supposed to mean time to line up for PE this is the day I get to observe you.

In PE I was so busy watching her that when we were playing kickball I ran to third base instead of first, then I realized it and headed for first. Then one sock hit the back of the head with the ball and scared the day lights out of me.

When I got home that evening I told my mom. When I got to my class the next morning my real teacher stood there smiling.

Narrative

Reflecting on Writing

Name: Hannah Date: 10/21/94

Title of Piece: Our Teacher Turned into a Witch

I want this piece in my portfolio because it is funny and discusting

My favorite sentence is "Time to line up for P.E. this is the day I get to observe you." Because she said it "time do wine up dis is da day die jet do serve ya!!"

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Hannah and the Terrible, Horrible, No Good, Very Bad Day

I woke Tuesday morning still half asleep and nearly killed my self trying to get out of the bunkbed. My tooth brush went down the drain, and I stubbed my toe on the stepstool. I could tell it was going to be a terrible, horrible, no good, very bad day.

At breakfast I spilled milk all over my favorite shirt. When I got out of the car at school I hit my head on the car. At school we had a change of menu and I had to eat corn, my eye stew and lima beans. I was having a terrible, horrible no good, very bad day.

When I got home we had chicken for dinner. Yuck! At bedtime the cat scratched me and slept with Julia and not me. I had had a terrible horrible no good, very bad day. Mom says everyone has bad days sometimes.

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Reflecting on Writing

Name: Hannah Date: 11/9/94

Title of Piece: Hannah and the Terrible, Horrible No Good, Very Bad Day

I want this piece in my portfolio because It is funny. Also because I've had a day exacly like this and I know how Alexander in Alexander and the Terrible, Horrible, No Good, Very Bad Day felt.

My favorite sentence is I woke up Tuesday morning still half asleep and nearly killed myself trying to get out of the bunk bed.

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Narrative ----------

Peer Editing Response

Primary

The piece I read was Hannah and the Terrible Horrible No good very bad day.

by Hannah

The best thing about this piece is How you wrote it and spoke about yourself.

It would be even better if you could add more things but I still liked it!

Tony _____ 11/9/94

Peer Editor *Date*

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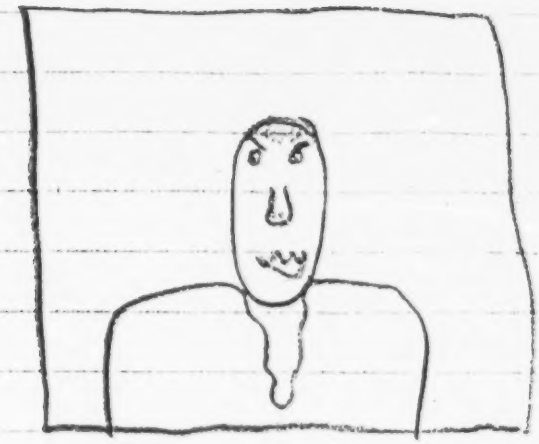
WANTED POSTER



Who: Jake N'e
Wanted for: Robbing a bank.
Description: Long beard, dirty blue shirt, brown boots, blue jeans, tall and thin, black horse, ugly

$500.00 Reward!

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---- Descriptive

Reflecting on Writing

Name: Hannah Date: November 1994

Title of Piece: WANTED JAKE NIE

I want this piece in my portfolio because It is funny. It is creative. I like the picture. It is a poster.

My favorite sentence is Jake Nie's Discription is: long beard, dirty blue shirt, brown boots, blue jeans, tall a thin, black horse, ugly. Because it is funny.

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How To Play Picture Picture

Supplies - Pencils, paper with alphabet written on, frame, fifty pictures, timer

Players - 2-6 ages - 8- adult

step1: each player takes paper and pencil
step 2: select a picture
step3: slide it in the frame
step 4: turn on the timer
step 5: look at the picture
step 6: write down what you see
step 7: only one word for each letter of the alphabet
step 8: when the timer goes off count your words
step 9: player with most points wins
step 10: play again

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Informative

Reflecting on Writing

Name: Hannah Date: 1/9/95

Title of Piece: How To Play Picture Picture

I want this piece in my portfolio because It is a writing that tells how to play Picture Picture

My favorite sentence is Players-2-6 ages 8-to adult. or Supplies-pencils, paper with alphabet written dow the side, frame, fifty pictures, and timer.

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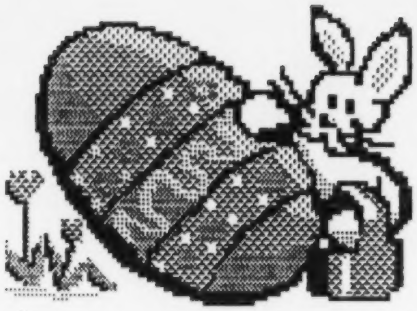

Bunny

Once there was a bunny,
Who had no ears at all.
Now isn't that so funny,
That he had no ears in Winter, Summer,
Spring, or Fall.

Once there was a bunny,
Who had no tail ever,
Now isn't that so funny,
No he had no tail-never, never, never.

Once there was a bunny,
Who hadn't any fur,
Now isn't that so funny,
That when it got cold he went burrr.

Once there was a bunny,
That had not a bit of a nose,
Now isn't that so funny.

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That he couldn't even sniff a pretty rose.

Once there was a bunny,
That didn't have a head,

Now isn't that so funny,
That he almost looked dead.

Once there was a bunny,
That had no body-none,
Now isn't it so funny,
That he didn't even have a bone.

Once there was a bunny,
Who didn't have any hair,
Now isn't it so funny,
That he wasn't even there!!

By: Hannah

Reflecting on Writing

Name: Hannah Date: February 17 1995

Title of Piece: Bunny

I want this piece in my portfolio because it is a funny poem and I like it. Also because I worked hard on it.

My favorite sentence is Now isn't this so funny that he wasn't even there. Because the poem is talking about the bunny. And the eggs find out that he was mason there.

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Peer Editing Response
Primary

The piece I read was Bunny

by Hannah

The best thing about this piece is funny, neat, you used good handwriting and it is real cool.

It would be even better if you added more details about the bunny.

Crystal
Peer Editor

2/17/95
Date

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Written and Illastrated by Hannah G.
age 9
Elementry School 3rd.

Oh Little Flower!

Oh little flower, what can thou see?
Can thou see a little, stinging bee?
Can thou see him, looking at thee?
Is he looking at me.
Oh you are so pretty,
Isn't it a pity,
That thou will get plucked someday?
Perhaps it will be tommorow, and not today.
Oh little flower,
Straight and tall as a tower.
Oh, who knows
If you're a daisy or a rose.

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Reflecting on Writing

Name: Hannah Date: February

Title of Piece: Oh, Little Flower!

I want this piece in my portfolio because I use old time words like thousand two.

My favorite sentence is Now isn't that a pity, That tree will get plucked some day.

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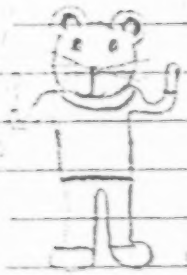
The Little Elves

Once there ~~was~~ were a family of mice. They lived in an old barn. No one owned the barn. There were 12 mice not including Granny, Papa, Aunt Feefee and Uncle Nero. Jimmy mouse had a friend called Mr. Digger. He came to the ~~Mouse House~~ often.

One day Jimmy met Mr. Digger on the road. "Howdy Mr. Digger" called Jimmy. "I said Howdy Mr. Digger." Still Mr. Digger said nothing. "Mr. Digger I said HOWDY"



"Oh be quiet ~~to~~ will you?" snapped Mr. Digger rudely. Then he waddled off into the bushes. Jimmy called out "Have a nice day too."

Jimmy walked home sadly. When he got home he said Mama I saw Mr. Digger today.

Well that's nice said Mama. Did you ask him to come over Saturday? I told you to.

"I was on my way to ask Jimmy picking up his letter. But when I told him hello he just said "be quiet" and waddled off into the bushes."

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"Well that's not like Mr. Digger" said Mama.

As soon as Daddy came home Jimmy told him what happend. Daddy told him he could go over and see Mr. Digger after supper.

When Jimmy arrived at Mr. Diggers there were little elf like creatures running around like crazy.

Finally Mr. Digger came over to him. "Oh Jimmy, these little creatures are running around everywhere. Make them stop. Oh make them stop. Oh please please!"

So Jimmy stood up on a chair "QUIET" he yelled. The little elves stopped running around and shut up right then and there.

Now mice are small but these elves. Oh. These elves were small. They were exactly the tall[l]. One of them got so scared she went into hysterics. Others fainted. Some just stood there with their mouths wide open. Now somebody tell me what in the world is going on" said Jimmy. "Somebody just please tell me. What in the world is goin' on."

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"I"

"I tell ya" shouted an old elf. "This heat Mr. Dingle— I to DIGGER" grumbled Mr. Digger.

"Whatever. He won't tell us where in this forest, we can find a ~~gopher~~ named Mr. Burgon."

"I don't know a Mr. Burgon" wailed Mr. Digger "If I don't tell them then they said they won't leave."

"All right" said Jimmy mouse "Let me get this straight. You little elf creature need to see Mr. Burgon. But you, Mr. Digger don't know a Mr. Burgon. Mr. Digger this morning you were rude to me because you were out trying to find a Mr. Burgon. Am I right?"

Hey you pretty smart to only be 7." said Mr. Digger.

"Well I think I might just know a Mr. Burgon. Um. Is this Mr. Burgon a human?" Jimmy asked the elves.

Yes."

"Well how do you spell Mr. Burgon name?"

"BU-R-G-O-N" said one elf.

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"All right come on. Half of you stay here and clean up the mess you made. The rest of you come with me and off went Jimmy as fast as his little legs could carry him.

Soon they came to an old shack. Jimmy knocked on the door. Mr. Burgon came to the door. "Well I thought I heard someone knock" he said to himself as he looked around.

"You did down here" called Jimmy as loud as he could.

"Well what have we here. Hello, Jimmy. Who are you little friends?"

"These are the elves. They're knew in the forest. And this is Mr. Digger. He's a mole" answered Jimmy.

"What can I do for you on this fine day."

"Well the elves wanted to see you." Jimmy told Mr. Burgon the whole story.

"Ohh I see now. I bet I know what you need me for too! You're the little people who run the

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water company. Aren't you?"

"Yes thats right" said the oldest one.

"Letme get your money. How much do I owe you?"

"Exactly $22.91" said one of the elves.

Mr. Burgon gave them the money. Then everyone started back toward Mr. Diggers house. "Wait a minute now that you found Mr. Burgon I don't want ya back in my house. I'll send the rest of your little elfies along with you. said Mr. Digger in a tired worn out voice.

Oh dont send them back to Water Dale where we're from. Just send them over to the meadow behind your house said one that was as ugly as a frog. As Mr. Digger said, "We're building a house there.

THE END

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Reflecting on Writing

Name: Hannah Date: 2/10/95

Title of Piece: The Little Elves

I want this piece in my portfolio because it is a fairytale and I love fairy tales. Also because I worked hard on it

My favorite sentence is One of them got so mad she went into hysterics.

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TELEPHONES

Once there was aplace called ParkdaN Land. In Parkdan Land everything was invisable, including the people. In Parkdan Land there was a boy called Willie. He was the Mayors son. Now these people were very strange because they were teeny, tiny. Only this big . But they were really, really powerful. Why they were so strong that they could lift 6 or 7 buildings at a time, with 1 hand too! The other speicial thing.about them was that they could fly and crawl around under ground like moles.

Well, come on. Let's meet some of the people or elves that live in Parkdan Land. First there,s Mayor Saddler (Willie's father) Then there's Adam Bruslsprout- he runs the mercantile. Then there is Doctor Fuchs, Paster James, Charlie the Blacksmith, Miss Eddlesoner the teacher, and so on so on.

Now, that you know the villagers, lets get to the interesting part.

One day little Willie was fishing by the pond.(He liked to fish, alot). Along came Susie Candles "Howdy, Susie, whats up? Susie raised a fist. "I told you not to call me Susie no more.That names to girlish. I want you to call me Buzz. Now either call me Buzz or fight. Alright?" (Susie- no Buzz threatened.)

" Okay, okay. Don't get so doggone hot tempered Su- Buzz"

Susie sat down to fish. She caught 7 fish in ten minutes.Willie didn't catch a single thing , so he flew home. (Susie- excuse me Buzz- just sat there laughing at him.)

When Willie got home he said, Mama thats the hot temperedest girl Iever seen in my whole 7 years."

"Who, Susie?"

"Buzz."

"What ever. Will you please go out side and see what that noise is?"

Willie got up "It's comin up abig storm out there. It's gonna be a whopper,too. Mama, can I go over to the Candle's house and see if Su-Buzz is home yet. 'Cause she might get caught in the storm over at the pond."

"Go on but be quick" said Mama.

Quickly Willie flew over to Susie's house. Susie wasn't at home yet. Willie told Mr. and Mrs. Candles that he'd go over to the pond and check. Willie ran home and told his mother.

By the time Willie reached the pond the waves were washing up and down.Wish, wash,wish wash.

Willie spotted Susie. Hang on tight Susie,I'm coming. Just hang on tight." Susie was hanging on to a branch with one leg.SNAP,CRACK,SPLIT,CRASH, SPLASH.Willie flew quickly to Susie He

grabbed her hand just as she was going under.

Willie flew up into the sky, still holding on to Susie. When he got to Susie's house, all Susie's mother could say was-,"Thank you, oh thank you Willie."

Willie flew home. When he got home the storm had stopped. He went inside. Ms. McGregor ran over to him."Oh you darlin' darlin' child. If ya wonder why I'm hea it's becuase Mrs. Candle telephoned me."

"Telephone? What in Parkdan- Land is that?"

"Well, honey Mrs. Candle was so thrilled that she got 200 boxes, 200 leedle tubes, and a lot of wire. Then she 1 box and 1 leedle tube to everybody's house. 'Cludin her own and hooked um together Then she took 'er wire and hooked all the boxes together. Then she took leedle rocks and wrote numbers on 'em. Then she gave everybody a number. Mine is 204-8118. Then she dialed some one's number and told us. She calls it a telephone.

THE END

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Reflecting on Writing

Name: Hannah D. [redacted] Date: 3/14/95

Title of Piece: Telephones

I want this piece in my portfolio because it took a lot of hard work.

My favorite sentence is "Mam that's the hot temperedest girl I ever saw."

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Peer Editing Response

Primary

The piece I read was Telephones

by Hannah

The best thing about this piece is I like that way they talk.

It would be even better if it had a picture of a telephone

Josh — Peer Editor

march 1995 — Date

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Final Teacher's Portfolio Evaluation Guide of Hannah

Is the portfolio organized? Yes.
-contains a table of contents
-provides a dated record of entries

Is it purposeful? Yes.
-correct number of selections
-selections chosen to cover all writing topics

Is it authentic? Yes.
-evidence of reflection

Does it provide evidence of growth? Yes.
-shows effort of student
-demonstrates progress
-identifies new goals

Is it multidimensional? Yes.
-explores different sources
-variety of media

Is it collaborative? Yes.
-collaboration with teacher
-collaboration with students
-collaboration with parents

(adapted from Portfolio Evaluation Guide of Dr. William Anderson. Shippensburg University. Shippensburg. PA.)

Comments: Hannah has written wonderful selections this school year. She has shown great progress in the writing process. Her pieces of writing chosen for the showcase portfolio reflected thoughtful consideration for inclusion. I hope that she will continue to develop her own creativity and freely continue to express her thoughts and ideas which I see that she is already doing through the creation of her own story characters!!

APPENDIX F

SAMPLE WRITING SKILLS CHECKLIST

Sample Writing Skills Checklist

Key
I Introduce
R Reinforce
M Mastered

Student Names	Capitalize beginning word of a sentence	Capitalize pronoun I	Capitalize proper nouns	Capitalize greeting and closing of a letter	Capitalize titles	Period at end of sentence	Period for initials and abbreviations	Question mark	Exclamation mark	Comma: Day and year	Comma: City and state	Comma: Words in a series	Comma: After salutation and closing	Comma: After introductory words	Comma: Set off quoted statement	Quotation Marks	Use underlining for titles of books.	Proofread for consistent and accurate punctuation
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copyright 1991.																		
Managing the Whole Language																		
Classroom by: Beverly Eisele																		

APPENDIX G

TEACHER'S FINAL PORTFOLIO EVALUATION GUIDE

Final Teacher's Portfolio Evaluation Guide

Is the portfolio organized?
- -contains a table of contents
- -provides a dated record of entries

Is it purposeful?
- -correct number of selections
- -selections chosen to cover all writing topics

Is it authentic?
- -evidence of reflection

Does it provide evidence of growth?
- -shows effort of student
- -demonstrates progress
- -identifies new goals

Is it multidimensional?
- -explores different sources
- -variety of media

Is it collaborative?
- -collaboration with teacher
- -collaboration with students
- -collaboration with parents

(adapted from Portfolio Evaluation Guide of Dr. William Anderson. Shippensburg University. Shippensburg. PA.)

APPENDIX H

RESOURCES CONSULTED FOR PORTFOLIO DEVELOPMENT

Resources for Portfolio Development

A child's window to the world (4th ed.). (1991). Peterborough, NH: Society for Developmental Education.

Eisele, B. (1991). Managing the whole language classroom. Cypress, CA: Creative Teaching Press, Inc.

Gruber, B. & Gruber, S. (1990). Using poetry. Palos Verdes Estates, CA: Frank Schaffer Publications, Inc.

Jasmine, J. (1992). Portfolio assessment for your whole language classroom. Huntington Beach, CA: Teacher Created Materials, Inc.

Jasmine, J. (1993). Portfolios and other assessments. Huntington Beach, CA: Teacher Created Materials, Inc.

Sunflower C. (1994). Really writing! Ready-to-use writing process activities for the elementary grades. West Nyack, NY: The Center for Applied Research In Education.

Writer's activity book (1990). World of Language (Level 3). Morristown, NJ: Silver, Burdett & Ginn.